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South Carolina Functional Vision Assessment

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South Carolina Department of Education
Barbara Stock Nielsen, Ed.D.
State Superintendent of Education

IN MEMORIAM

This publication is dedicated to the memory of Gretchen Schroder, former teacher of students with visual disabilities with Project SHARE. Her contribution to the lives of many blind and visually impaired students in South Carolina is a lasting tribute to her dedication and her professionalism.

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The South Carolina Department of Education acknowledges the contribution of the faculty and institute participants in the development of the instrument.

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Preface

The South Carolina Functional Vision Assessment was developed by a group of South Carolina teachers of visually impaired students for use in systematically observing the functional use of vision of their students. The group of teachers reviewed numerous existing assessments and checklists and utilized the information from these sources to develop a document to meet the needs of teachers in South Carolina.

Every effort to provide appropriate credit for use of existing checklists and documents has been made. It is acknowledged that this is not an original document but a compilation of many informal instruments that teachers in South Carolina have found useful in determining functional use of vision for their students.

Any portion of the document may be reproduced as long as appropriate credit is given.

Contributors

This assessment instrument is a result of the efforts of the following teachers of students with visual impairments in South Carolina:

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South Carolina Functional Vision Assessment

Administration Manual

Introduction

The South Carolina Functional Vision Assessment was designed to provide teachers with a framework for assessing the functional vision of students across ages, grades, pathologies and ability levels. It is not intended to be used in its entirety, but to provide teachers with a sequential organized approach to observing their students. Teachers should use this to enhance their repertoire of observational skills. Many existing functional assessments and checklists were reviewed and portions were incorporated. Every effort to provide appropriate credit has been made.

Assessment of the functional vision that a student has, and how he or she uses it, is the key to determining appropriate instructional interventions and modifications. It provides information relative to the child's approach to tasks, which is critical to developing appropriate IEP goals and objectives.

This document is divided into four sections: **Visual Skills Assessment, Perceptual Skills Assessments and Curricula, Environmental Analysis** and **Use of Vision in Daily Activities.**

The **Visual Skills Assessment** was developed to determine the visual responses of children identified and referred for visual evaluation. It is appropriate for use with very young children, multihandicapped children, or children with extremely limited acuities. Also, it may be used with children for whom there is a question about visual response.

The **Perceptual Skills Assessments and Curricula** section, contains a listing of assessments and curricula most commonly used in South Carolina by teachers of visually impaired students. This reference is followed by a brief review of each, including comments of teachers who have used the instruments.

Environmental Analysis is an assessment of the environment in which the student must function. This is a particularly important area for the teacher of visually impaired students to assess for each student on his/her caseload. When possible, modifications to the environment should be made, but often the student must be taught skills to modify the environment or approach to tasks.

Inventory of Use of Vision in Daily Activities affords an opportunity for the teacher to record information relative to use of vision in the school/community setting, in accessing technology and in daily living skills. This checklist can be maintained over several years and information changed or added as necessary.

Approach to near vision tasks is an important factor in the functional vision assessment. It is also a critical factor in determination of literacy media. For this reason, the evaluator is directed to the South Carolina Assessment for Determining Appropriate Literacy Media and for Evaluating Braille Skills

for in-depth assessment of near vision. Additionally, the **Inventory of Use of Vision in Daily Activities** addresses some areas of approach to near vision tasks related to the classroom setting.

Included in the document is a resource list and suggested materials that may be useful in completing the assessment.

A form for reporting results of the South Carolina Functional Vision Assessment is included in the appendices. Additionally, a packet of all forms is attached to this document and these forms may be reproduced as needed.

Procedural Guidelines

Section 59-26-20 (1) of Codes of Laws of South Carolina, 1976 requires that each legally blind child be assessed to determine appropriate reading and writing media.

In response to this legislation, the South Carolina Department of Education has developed the Assessment for Determining Appropriate Literacy Media and for Evaluating Braille Skills to assist teachers in this process. A functional vision assessment is essential to accomplishing this task and must be completed prior conducting the Assessment for Determining Appropriate Literacy Media and for Evaluating Braille Skills. The South Carolina Functional Vision Assessment may be used for this purpose, but is not the only appropriate instrument for collecting information regarding functional use of vision and is not required to meet this procedure. Any instrument used to collect functional vision information, must include the following components: medical information, visual response and recommendations.

A functional vision assessment is required prior to placement of preschool children (age three (3)) in programs for students with visual impairments.

The assessment is to be conducted by professionals certificated in education of students with visual impairment, or orientation and mobility or by other appropriately trained diagnosticians.

Medical Information

Prior to conducting the functional vision assessment, the team must have on file a comprehensive eye examination report from a licensed ophthalmologist or optometrist. The eye report should be current (within the last year) and include etiology, diagnosis, prognosis and visual acuity. The report should also address visual fields, particularly, if the diagnosis indicates a condition which may effect visual fields.

If the student has been evaluated in a low vision clinic, the results of the clinical low vision evaluation should be summarized, including a description of any aids prescribed.

Visual Skills Assessment

Visual Skills Assessment

This assessment is to be used to determine the visual responses of children identified as having a visual impairment or referred for visual evaluation.

The Visual Skills Assessment directions are presented in a three column format. The first column specifies the skill to be assessed, the minimum age at which the skill occurs in normal visual development, and a description of the response that the examiner should elicit if the student has this visual skill. The middle column includes an underlined listing of materials which may be useful in eliciting the visual response and procedures for eliciting the response. The third column provides information relative to functional implications if the student exhibits the assessed visual behavior. Additionally, implications are indicated in some instances if the response is absent.

VISUAL SKILLS ASSESSMENT
ADMINISTRATION DIRECTIONS

Assessment Item Minimum Age Description of Response	Materials and Procedures	Implications
1. Blink Reflex *Birth* Blinking occurs in response to movement toward face.	Hand with fingers spread, object, bright light. Rapidly move object toward child's face, avoiding creation of air movement. Blink response could be due to air movement.	Possible light to gross object perception. "Lack of this could be a safety issue."
2. Pupillary Response *Birth* Pupils of the eye constrict when light is presented; re-adjust when light is removed.	Penlight 1. Observe condition of pupils without light stimulation. 2. Direct light into eyes from 12". 3. Note change in pupil size. 4. Remove light and note change. Observe whether response is brisk, sluggish, absent. Penlight may be presented from various angles. As an alternative, cover face with dark opaque cloth. Note pupil change when removed.	If pupils are continuously dilated, check for photophobia. Continuously constricted pupils, check need for additional light. If these two or sluggish response are present, check for light dark adaptations.
3. Awareness and Localization *1 month* Will visually or physically react to objects.	A familiar face, favorite toy, flashlight/penlight with lighted finger puppets, color caps, patterned cards (black & white, fluorescent, etc.) checkerboard, pinwheel, etc. Note reactions to various stimuli. Watch for signs for fixation.	Awareness of visual stimuli.

Assessment Item Minimum Age Description of Response	Materials and Procedures	Implications
4. Fixation *6 months* Looks at object for minimum of 3 seconds.	Familiar objects, having good contrast with background. Flashlight/penlight with color caps/finger puppets, object, bottle, cup, hands, feet, etc. Attract attention in various fields, at various distances. Note if fixation does not occur in certain area.	Ability to establish and maintain gaze.
5. Muscle Balance *2+ months* Light is reflected in the same position in each eye.	Penlight Shine a light into eyes from about 30" or use natural reflection of available light. Record where light is reflected in each eye. If reflection is not in the same position in each eye, an imbalance is indicated.	Binocularity-ability of eyes to work together; muscle or nerve problems.
6. Eye Preference *Young child, older child.* Preferred eye will be used more than the other for certain activities.	Observe one or more of the following behaviors in child: * closes one eye * tracks with one eye * resists occluder * shows preference to one side	May denote stronger eye, or eye with better acuity; head tilt during testing may indicate compensatory means for focusing better due to muscle imbalance.
7. Tracking *1 month*-Horizontally to midline *2 months*-Vertically *4 months*-Across midline Visually follow a moving light/object	Flashlight/penlight with color caps or finger puppets, object, toy puppets, balloons, etc. Hold object of attention about 8-12" from student. Move it slowly right and left, up and down, diagonally, and circularly. Record if child can maintain visual fixation while object is moving. Note whether tracking is smooth or jerky; with one or both eyes or with head. Distance tracking: roll toy 2-5' away.	Development of pursuit movements; eye-motor skills; ability of eyes to move in certain quadrants; extent of visual field; muscle balance. Multi-handicapped may experience difficulty tracking across midline.

Assessment Item Minimum Age Description of Response	Materials and Procedures	Implications
8. Peripheral Fields *1 1/2 - 2 months* Eyes and possibly head will turn to light/object presented.	Small (1") object with high contrast. From behind child's head, bring object into child's view from below, left to right, right to left.	Extent of side vision (important for mobility and presentation of materials); ability in dim lighting.
9. Shift Gaze *4 months* Shifting of visual attention from object to object.	Two similar objects or lights. Both objects must be in visual field of child. Draw attention to one object. Repeat with other object. Child should shift gaze from one to the other. Allow time for child to respond.	Acuity loss, field loss, poor ocular motor skills, muscle imbalance.
10. Convergence *7-8 months* Eyes turn in simultaneously.	Object of attention. Move object slowly from about 24-36" away, toward bridge of nose to within 4" of the eyes. Observe to see if eyes turn in simultaneously.	Ability to focus at close distance; muscle imbalance. One eye focusing on target may be preferred eye.
11. Depth Perception *9 months +* Reach and grasp are accurate.	Objects. Present object at different levels and directions. Observe if child over-reaches or under-reaches.	Ability to use both eyes together to judge depth/distance.
12. Visual Acuity *Any age.* Able to see and clearly distinguish objects.	Distance Commercially prepared distance vision tests. Follow specific instructions for particular test being used. In general, student is seated at designated distance from chart that is at eye level and well lighted and glare free. Have student name/match/identify symbols.	Distance visual acuity; difference of acuity in each eye. Work distance needed, optical aids needed.

Assessment Item Minimum Age Description of Response	Materials and Procedures	Implications
	<u>Testing with objects</u> is done when student is not able to be tested using standardized methods. Precise distance visual acuity cannot be attained, but careful documentation of object or person seen and distance at which the student perceives it, can yield a rough measure. Note distance, size and color of object. (For reference: 3mm object seen from 12" away = 20/80 - 20/60).	
	Near <u>Commercially prepared near vision tests.</u> Hold or place test card eye level at designated distance from seated student. Have student name/match/identify symbols from largest to smallest print. <u>Objects such as small cake decorations or candies, toys, string, raisins, M&Ms, etc.</u> Note size and distance (i.e., 14"-16") of object seen.	Near visual acuity; difference of acuity in each eye. Work distance needed, optical aids needed.
13. Scanning *4-6 months* Visually searches for object or from one object to another.	Place several objects in front of child. Observe to see that he looks at each object. Child may be encouraged to visually search for items.	Efficient searching skills and ocularmotor abilities. Difficulty could indicate central and/or peripheral field problems as well as unorganized or random approach in searching skills.

Assessment Item Minimum Age Description of Response	Materials and Procedures	Implications
14. Color Preference* Demonstrates pattern of physical or visual response to specific colors.	Construction paper, light box, vinyl sheets, color caps, etc. After presenting the child with a variety of colors over a period of time, observe which color elicits a response.	Utilize color as background or objects for motivation or instruction.

*While all children do not demonstrate a color preference, some multi-handicapped children respond much more readily to certain colors, although color preference is not a functional vision skill, it may be used for motivational purposes.

Many checklists and sources were reviewed and utilized in developing this assessment. It is not intended to be an original document. Specific acknowledgment is given to: Nelson-Functional Vision Evaluation Dilemma, Smith and Cote - Look At Me, Project IVEY, Oregon Project - Revised 5th Edition

VISUAL SKILLS ASSESSMENT

Student _____ Date _____

Observer _____ Position _____

Setting _____ Activity _____

1. Blink Reflex — Yes _____ No _____ Not Tested _____
   Fingers spread, move hand toward face, without creating wind

Comments: _____

_____

_____

2. Pupillary Response — Yes _____ No _____ Not Tested _____
   a. observe condition of pupils — Fast _____ Slow _____
   b. direct light source into eyes from 12 inches
   c. note change in pupil size
   d. remove light, note change

Comments: _____

_____

_____

3. Awareness and Localization — Yes _____ No _____ Not Tested _____
   a. Present object
   b. Note physical or visual response

Comments: _____

_____

_____

_____

4. Fixation — Yes _____ No _____ Not Tested _____
   a. Present object
   b. Maintains visual contact for 3 seconds

Comments: _____

_____

5. Muscle Balance — Yes _____ No _____ Not Tested _____
   a. Shine light at bridge of nose at 30"
   b. Note reflection in each eye

Comments: _____

_____

6. Eye Preference — Yes _____ No _____ Not Tested _____

   R L
   a. Present paper tube at midline
   b. Ask student to look through tube
   c. Note eye preference

Comments: _____

_____

7. Tracking (follows a moving target)

a. horizontal - across midline	Yes _____	No _____	Not Tested _____
b. vertical	Yes _____	No _____	Not Tested _____
c. diagonal	Yes _____	No _____	Not Tested _____
d. circular	Yes _____	No _____	Not Tested _____

Comments: _____

_____

8. Peripheral Field Full _____ Reduced _____ Not Tested _____

Comments: _____

_____

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9. Shift Gaze Yes _____ No _____ Not Tested _____
   a. Present two similar within visual field
   b. Draw attention to one object
   c. Shift attention to other objects

Comments: _____

_____

---

10. Convergence Yes _____ No _____ Not Tested _____
    a. Move objects slowly from 24-36" away toward bridge of nose
    b. Observe simultaneous turn of eyes

Comments: _____

_____

---

11. Depth Perception Yes _____ No _____ Not Tested _____
    a. Present objects at different and direction.
    b. Observe over/under reaching

Comments: _____

_____

---

12. Visual Acuity

Acuity Test Used

_____

Distance

OD ___/___
OS ___/___
OU ___/___

Near

___/___
___/___
___/___

Not Tested _____

Comments: _____

_____

13. Scanning
    a. Place 3 objects within view
    b. Note if child visually searches for all objects
    c. Note patterns used

Yes _____ No _____ Not Tested _____

Comments: _____

_____

14. Color Vision

Yes _____ No _____ Not Tested _____

Name primary and secondary colors of objects presented

Comments: _____

_____

Visual Perceptual Skills

Assessments and Curricula

Visual Perceptual Skills Assessments and Curricula

As there are many assessments available that address visual perceptual skills, it was not deemed necessary to "reinvent" the wheel and develop a checklist or assessment to determine these skills. This section contains an annotated bibliography of assessments and curricula currently in use in South Carolina. The results of the visual skills assessment should assist the evaluator in determining where to begin in assessing visual perceptual skills.

On page twenty-seven (27) is a listing of assessments and curricula which correspond to specific developmental ages and visual tasks. Most of the assessments and curricula, with the exception of the APH materials: Sensory Stimulation Kit, Bright Sights and Light Box materials, are reviewed in Section II relative to source and appropriate use.

It is recommended that teachers draw from various assessments in assessing each child.

ASSESSMENTS AND CURRICULA
VISUAL DEVELOPMENTAL MILESTONES

Developmental Age	Visual Tasks	Curricula (C) and Assessments (A)
0-12 mos.	Response to light Visual awareness Focus Fixation Tracking Accommodation	EDVA (A) Functional Vision Inventory (C)(A) Look At Me (C) IVEY (C)(A) Oregon Project (A) Callier Azusa (A) Sensory Stimulation Kit (C) Bright Sights (C) Light Box Level 1 (C) Behavioral Characteristic Progression (A)
1-3 years	Discrimination of lines, angles, shapes, color Identify common objects, people Assemble simple puzzle	Functional Vision Inventory(C)(A) Look At Me (C) IVEY (C) Oregon Project (A) Callier Azusa (A) Sensory Stimulation Kit (C) Bright Sights(C) Light Box Level 1 (C) Behavioral Characteristic Progression (A) Peabody Mobility Kit Level(A)(C) Test of Visual Motor Skills (TVMS) (A)
4-5 years	Relationships in space and distance 2-Dimensional representations Abstract, figures and symbols Movement Figure Ground	Visual Functioning Assessment(VFAT) (A) Sequence (C)(A) Diagnostic Assessment Procedure (DAP) (A) (C) Beyond Arms Reach (BAR) (C) Visual Efficiency Scale (VES) (A) Oregon Project (A) Callier Azusa (A) Motor Free Visual Perception Test (MVPT)(A) Light Box Level II (C) Behavioral Characteristic Progression (A) Peabody Mobility Kit Level (A)(C) Test of Visual Perception Skills (A) Project IVEY (C) Test of Visual Motor Skills (TVMS) (A)

Developmental Age	Visual Tasks	Curricula and Assessments
6-7 years	Reading/Writing Sequencing	Visual Functioning Assessment (VFAT) (A) DAP/Sequence (C)(A) Beyond Arms Reach (BAR) (C) Visual Efficiency Scale (VES) (A) Oregon Project (A) Callier-Azusa (A) Motor-Free Visual Perception Test (MVPT) (A) Light Box Level III (C) Behavioral Characteristic Progression (A) Peabody Mobility Kit Level (A)(C) Test of Visual Perception Skills (A) IVEY (C) Test of Visual Motor Skills (TVMS) (A) Test of Visual Perceptual Skills (TVPS (A)
8+ years	Reading/Writing Sequencing	BAR (C) VES (A) DAP (A)(C) MVPT (A) VFAT (A) Low Vision Observation Checklist (A) Distance Visual Perceptual Analysis CTVF (A) TVMS (A) TVPS (A)

REVIEW OF ASSESSMENTS AND CURRICULA VISUAL PERCEPTUAL SKILLS

Behavior Characteristics Progression (BCP) 32

Beyond Arm's Reach (BAR) 33

Callier-Azusa 34

Comprehensive List of Visual Functioning (CTVF)..... 35

Look At Me 36

Motor-Free Visual Perception Test (MVPT) 37

Oregon Project (OR) 38

Peabody Mobility Kit for Low Vision Students..... 39

Program to Develop Efficiency in Visual Functioning (DAP)..... 40

Project IVEY: Increasing Visual Efficiency 41

Test of Visual Motor Skills (TVMS) 42

Test of Visual-Perceptual Skills (TVPS) 43

Visual Efficiency Scale Tool (VES) 44

Visual Functioning Assessment (VFAT)..... 45

Note: This list is not inclusive of all known curricula and assessments. It reflects those currently used by teachers in South Carolina who contributed to this project.

Perceptual Skills Assessments and Curricula

NAME:	**BEHAVIOR CHARACTERISTICS PROGRESSION (BCP)**
AUTHOR:	Santa Cruz Special Education
PUBLISHER:	Vort Corporation P.O. Box 60132 Palo Alto, CA 94306 415-322-8282
COPYRIGHT:	1973
DEVELOPMENTAL AGE:	1 month - 7 years
ESTIMATED ADMINISTRATION TIME:	30 minutes (Visual I and Visual Motor II)
DESCRIPTION:	Individualized format, observation booklet. Measures response, follow, fixate, reach, use, matching, identification, copying and reproduction.
FORMAT FOR ADMINISTRATION:	N/A
REPORTING FORMAT:	Checklist of behavior observed.
TEACHER COMMENTS:	Quick reference of visual motor behaviors.
PRICE:	$12.95 for Observation Booklet $125.00 for Method Book

Perceptual Skills Assessments and Curricula

NAME:	**BEYOND ARM'S REACH: ENHANCING DISTANCE VISION (BAR)**
AUTHOR:	Audrey J. Smith and Elizabeth M. O'Donnell
PUBLISHER:	Institute for the Visually Impaired Pennsylvania College of Optometry 1200 West Godfrey Avenue Philadelphia, PA 19141 215-276-6290
COPYRIGHT:	1992
DEVELOPMENTAL AGE:	4 years and older
ESTIMATED ADMINISTRATION TIME:	N/A
DESCRIPTION:	Program consists of four (4) instructional chapters with the evaluation component included in each lesson. Chapters are: Basic Visual Motor Skills, Basic Visual Perception, Moving through the Environment, and Increasing Experiential Knowledge Through Visual Exploration in Different Environments. (Source for training enhancement of distance vision)
FORMAT FOR ADMINISTRATION:	N/A
REPORTING FORMAT:	N/A
TEACHER COMMENTS:	Resource Manual for training distance vision. Provides lessons and goals within each chapter. Child must demonstrate light projection, and gross object or form perception. Adaptable for multi-handicapped.
PRICE:	$20.00

Perceptual Skills Assessments and Curricula

NAME:	**CALLIER-AZUSA SCALE (VISUAL MOTOR, VISUAL DEVELOPMENT AND TACTILE DEVELOPMENT SUBTESTS)**
AUTHOR:	Robert Stillman
PUBLISHER:	The University of Texas at Dallas Callier Center for Communication Disorders 1966 Inwood Road Dallas, Texas 75235 214-905-3000
DEVELOPMENTAL AGE:	Birth to 9 years
ESTIMATED ADMINISTRATION TIME:	1 Hour
DESCRIPTION:	Developmental Scale developed to assess deaf-blind and severely and profoundly handicapped children. It assesses visual motor, visual development, and tactile development skills. The original scale is Form G which assesses all areas of development. Form H is an expanded form of the cognitive and communication areas of the assessment and may be used following completion of Form G to follow progress.
FORMAT FOR ADMINISTRATION:	Checklist. Examples with space for comments, if needed.
REPORTING FORMAT:	Scoring sheet with age equivalents.
TEACHER COMMENTS:	Comprehensive developmental scale that is also easy to administer when assessing visual skills of deaf-blind and severely and profoundly handicapped children. It also assesses fine motor, gross motor, socialization, cognitive, personal hygiene, receptive and expressive communication skills.
PRICE:	$12.00 + $1.00 for shipping for Form G $12.00 + $1.00 for shipping for Form H

Perceptual Skills Assessments and Curricula

NAME:	**COMPREHENSIVE TEST OF VISUAL FUNCTIONING (CTVF)**
AUTHOR:	Larson, Buethe and Vitali
PUBLISHER:	Slosson Educational Publications, Inc. Post Office Box 280 East Aurora, New York 14052-0280 Instant ordering: 1-800-828-4800 FAX: 1-716-655-3840
COPYRIGHT:	
DEVELOPMENTAL AGE:	8 years to adult
ESTIMATED ADMINISTRATION TIME:	25 minutes
DESCRIPTION:	Subtests include visual acuity, visual tracking, figure-ground, visual closure, spatial orientation, perceptual reasoning, visual motor, reading decoding and thematic maturity.
FORMAT FOR ADMINISTRATION:	N/A
REPORTING FORMAT:	
TEACHER COMMENTS:	
PRICE:	$79.00 (complete) Catalog #CTVF-1

Perceptual Skills Assessments and Curricula

NAME:	**LOOK AT ME: A RESOURCE MANUAL FOR THE DEVELOPMENT OF RESIDUAL VISION IN MULTI-IMPAIRED CHILDREN**
AUTHOR:	Audrey J. Smith and Karen Cote
PUBLISHER:	Institute for the Visually Impaired Pennsylvania College of Optometry 1200 West Godfrey Avenue Philadelphia, PA 19141 214-905-3000
COPYRIGHT:	1982
DEVELOPMENTAL AGE:	0-2 years
ESTIMATED ADMINISTRATION TIME:	N/A
DESCRIPTION:	N/A
FORMAT FOR ADMINISTRATION	N/A
REPORTING FORMAT:	N/A
TEACHER COMMENTS:	Contents include: Basic Anatomy, Sensory Integration, Functional Vision Evaluation, Vision Stimulation and additional activities, Written in case study format emphasizing the interdisciplinary approach.
PRICE:	$20.00

Perceptual Skills Assessments and Curricula

NAME:	**MOTOR-FREE VISUAL PERCEPTION TEST (MVPT)**
AUTHORS:	Colarusso and Hammill
PUBLISHER:	Slosson Educational Publications, Inc. Post Office Box 280 East Aurora, New York 14052-0280 Instant Ordering: 1-800-828-4800 FAX: 1-716-655-3840
COPYRIGHT:	
DEVELOPMENTAL AGE:	4-8 years developmentally
ESTIMATED ADMINISTRATION TIME:	10 minutes
DESCRIPTION:	
FORMAT FOR ADMINISTRATION	Test plates with instructions on each test plate; student matches from multiple choice by pointing. Easy to score by the checklist method.
REPORTING FORMAT:	N/A
TEACHER COMMENTS:	
PRICE:	$60.00

Perceptual Skills Assessments and Curricula

NAME:	**OREGON PROJECT FOR VISUALLY IMPAIRED AND BLIND PRESCHOOL CHILDREN (OR)**
AUTHOR:	D. Brown, V. Simmons and J. Methvin
PUBLISHER:	Jackson Education Service 101 N. Grape Street Medford, Oregon 97501 503-776-8590
COPYRIGHT:	1991
DEVELOPMENTAL AGE:	Birth to 6 years
ESTIMATED ADMINISTRATION TIME:	30 - 60 minutes
DESCRIPTION:	Assesses developmental sequence of vision skills from birth to 6 years.
FORMAT FOR ADMINISTRATION:	Criterion-referenced assessment tool that provides curriculum guidance. Contains Developmental Skills Inventory checklist. Test can be completed in a home visit through parent interview.
REPORTING FORMAT:	Skills Inventory Checklist and a one-page Student Profile, which shows child's progress.
TEACHER COMMENTS:	Very comprehensive Developmental Skills Inventory checklist that is easy to administer. It provides teaching activities and can be used to select objectives or goals for an IEP. It also assesses cognitive, language, self-help, socialization, fine motor, gross motor and compensatory skills. Can be used with multi-handicapped children. The Compensatory Section is useful for literacy media assessment for preschoolers.
PRICE:	$119 (complete set includes Training Manual and 5 inventories) add 5.50 shipping Skills Inventories (5) $45 add 3.25 shipping

Perceptual Skills Assessments and Curricula

NAME:	**PEABODY MOBILITY KIT FOR LOW VISION STUDENTS (VISION SKILLS)**
AUTHORS:	R. Harley, J. Merbler, W. Pupke
PUBLISHER:	Stoelting Co. 620 Wheat Lane Wood Dale, IL 60191 708-860-9700
COPYRIGHT:	1981
DEVELOPMENTAL AGE:	Preschool developmental level between 2 and 6 years
ESTIMATED ADMINISTRATION TIME:	30 - 60 minutes
DESCRIPTION:	It assesses the following areas: (1) visual awareness and attention (2) scanning and tracking (3) eye-hand coordination (4) eye-foot coordination (5) discrimination of colors (6) discrimination of direction.
FORMAT FOR ADMINISTRATION:	Observational checklist with 5 steps
REPORTING FORMAT:	An assessment booklet is provided for each student. It is divided into the four (4) areas that will be tested and each area is divided into five (5) sequential steps.
TEACHER COMMENTS:	An easy test to administer. It also has a training manual that provides terminal objectives, activity goals, instructional materials needed, guidelines for advancing or repeating instructional steps, and pre-requisites.
PRICE:	$190.00

Perceptual Skills Assessments and Curricula

NAME:	**PROGRAM TO DEVELOP EFFICIENCY IN VISUAL FUNCTIONING - DIAGNOSTIC ASSESSMENT PROCEDURE (DAP)**
AUTHOR:	Natalie Barraga
PUBLISHER:	American Printing House for the Blind P.O. Box 6085 Louisville, KY 40206-0085 1-800-223-1839
COPYRIGHT:	1978
DEVELOPMENTAL AGE:	3 years and above
ESTIMATED ADMINISTRATION TIME:	2 - 4 hours
DESCRIPTION:	This program is planned to aid teachers who are working with individuals with low vision. Program includes: (1) diagnostic assessment procedures to determine the visual functioning of low vision individuals and (2) follow-up instructional materials. Diagnostic Assessment Procedure includes: Low vision Observation Checklist, an Evaluator's Guide to Administration and Scoring, Forty (40) Criterion-Referenced Assessment Items, Record Booklet, Summary Table, and Instructional Planning Index. All but a few of the three-dimensional objects and graphic materials needed in the administration are provided.
FORMAT FOR ADMINISTRATION:	Individually administered test with manipulatives and some writing task.
REPORTING: FORMAT:	Checklist
TEACHER COMMENTS:	Takes a long time to administer, no ease in getting from one item to the next. Items 19, 26, & 28 do not seem to give an actual representation of student's visual ability. Source Book and Design for Instruction has useful activities.
PRICE:	Available through Federal Quota Funds

Perceptual Skills Assessments and Curricula

NAME:	**PROJECT IVEY: INCREASING VISUAL EFFICIENCY**
AUTHOR:	Orange County Public School System
PUBLISHER:	FDLRS Clearinghouse/Information Center Florida Department of Education Educational Materials B1 Collins Building Tallahassee, FL 32399-0400 (904) 488-1879
COPYRIGHT:	1992
DEVELOPMENTAL AGE:	0 - 6 years
ESTIMATED ADMINISTRATION TIME:	Observation should be done in a variety of settings at different times. Functional Vision Evaluation approximately 1-2 hours.
DESCRIPTION:	Observations, assessments, and curriculum in the area of vision stimulation and training in the use of low vision aids to improve visual functioning.
FORMAT FOR ADMINISTRATION:	Informal observation, evaluation
REPORTING FORMAT:	Forms available for: Observation Report (2 pages), Functional Vision Evaluation Recording Form (2 pages), Summary of Visual Functioning (1 page), Vision Stimulation Progress chart (1 page).
TEACHER COMMENTS:	Observation checklist and a curriculum consisting of a vision stimulation instructional sequence.
PRICE:	$9.25 (includes shipping)

Perceptual Skills Assessments and Curricula

NAME:	**TEST OF VISUAL-MOTOR SKILLS (TVMS)**
AUTHOR:	Morrison F. Gardner
PUBLISHER:	Slosson Educational Publications, Inc. Post Office Box 280 East Aurora, New York 14052-0280 Instant Ordering: 1-800-828-4800 FAX: 1-716-655-3840 Catalog # TVMS-1 Complete
COPYRIGHT:	
DEVELOPMENTAL AGE:	2-13 years
ESTIMATED ADMINISTRATION TIME:	3-5 minutes
DESCRIPTION:	Gives an accurate measurement of eye-hand coordination. Tests eye-hand motor accuracy, motor control, motor coordination and/or a child's Gestalt interpretation.
FORMAT FOR ADMINISTRATION:	N/A
REPORTING FORMAT:	N/A
TEACHER COMMENTS:	Quick and easy to administer and score.
PRICE:	$29.95

Perceptual Skills Assessments and Curricula

NAME:	**TEST OF VISUAL PERCEPTUAL SKILLS (TVPS)**
AUTHOR:	Morrison F. Gardner
PUBLISHER:	Slosson Educational Publications, Inc. Post Office Box 280 East Aurora, New York 14052-0280 Instant Ordering: 1-800-828-4800 FAX: 1-716-655-3840 Catalog # TVPS-1 Complete
COPYRIGHT:	
DEVELOPMENTAL AGE:	4-12 years
ESTIMATED ADMINISTRATION TIME:	Untimed. 10 - 20 minutes. Individual scoring time - 5 minutes
DESCRIPTION:	Discrimination, memory, spatial relationships, form constancy, sequential memory, figure ground, closure.
FORMAT FOR ADMINISTRATION:	Test plates in spiral bound book. Child points to correct choice. Each item marked right or wrong easily scored as you go.
REPORTING FORMAT:	In chart form on individual record form. Yields percentage ranks, perceptual age, perceptual quotient, and scaled scores.
TEACHER COMMENTS:	Easy to administer, however, only certificated individuals are qualified to score and interpret results.
PRICE:	$79.95

Perceptual Skills Assessments and Curricula

NAME:	**VISUAL EFFICIENCY SCALE (VES)**
AUTHOR:	Natalie Barraga
PUBLISHER:	American Printing House for the Blind Post Office Box 6085 Louisville, KY 40206-0085 1-800-223-1839
COPYRIGHT:	1985
DEVELOPMENTAL AGE:	4 years and up
ESTIMATED ADMINISTRATION TIME:	30 - 60 minutes
DESCRIPTION:	This scale is divided into four (4) sections which can be administered separately if necessary. (1) Discrimination of geometric form, object contour, light-dark intensity and size position. (2) Object and abstract figure detail, position in space, image constancy of outlines, pattern details and objects. (3) Visual closure, spatial perspective, and discrimination of object and abstract figure details. (4) Discrimination of size, position, sequence and relationship of letter and word symbols and group of symbols.
FORMAT FOR ADMINISTRATION:	Individual instructions for each item. Child can mark directly in booklet or point to item selected.
REPORTING FORMAT:	Individual performance scale listing 4 sections. Use plus or minus sign to record results on each item. Also has profile sheet to plot the performance of child to get an overall visual efficiency.
TEACHER COMMENTS:	Objectives are given with activities and materials listed. Easy to administer.
PRICE:	Available through APH Quota Funds.

Perceptual Skills Assessments and Curricula

NAME:	**VISUAL FUNCTIONING ASSESSMENT TOOL (VFAT)**
AUTHORS:	Kathleen Byrnes Castello Patricia Pinkney Wendy Scheffers
PUBLISHER:	Stoelting Company 620 Wheat Lane Wood Dale, IL 60191 (708) 860-9700
COPYRIGHT:	1980
DEVELOPMENTAL AGE:	All ages, all functioning levels
ESTIMATED TIME OF ADMINISTRATION: TIME:	4 - 6 hours
DESCRIPTION:	This is an informal assessment of a student's visual functioning in the educational setting. This assessment provides information on the students' relative visual strengths and weaknesses which can be used as a basis for his/her visual program. Observations and skills recorded in the following areas: Appearance of Eyes, Basic Responses, Tracking, Scanning, Acuity, Field, Depth Perception, Coordination, Visual Imitation and Memory, Discrimination, Perception, Concepts in Space, Pictures, Environment, Mobility.
FORMAT FOR ADMINISTRATION:	Observation, presentation of objects, test plates, involves lighting changes.
REPORTING FORMAT:	Observational checklist of items.
TEACHER COMMENTS:	Lengthy, comprehensive assessment.
PRICE:	$89.00

Environmental Analysis

Environmental Analysis

It is important to consider the effect of environmental factors on the performance of an individual child. This section provides a framework for evaluating the environment to assist with developing appropriate modifications and plans for instruction.

The Environmental Analysis is a tool for gathering information in the school/community/home setting regarding the student's use of vision in various environments. The assessment may be conducted without the student present. It may be helpful to conduct an environmental assessment prior to introducing the student to the setting. In other situations, it may be appropriate to observe the effect of environmental factors on the student's function in a particular setting.

The Environmental Analysis section addresses **Lighting, Environmental Layout, Task Analysis** and the **Outside Environment.**

The **Environmental Lighting Analysis** presents a format to be used as a tool for gathering information about lighting in the school/community/home setting as it effects the students use of functional vision in the setting.

The examiner will want to consider factors regarding lighting conditions such as the type, amount, direction and presence or absence of glare. The examiner should also note if lighting and glare can be modified to meet the student's needs.

Environmental Layout is a tool for gathering information about the physical arrangement of the school/community/home setting and the effect on the student's visual functioning. This assessment can be conducted with or without the student present.

The **Task Analysis** portion of the assessment presents a format for analyzing a specific task to be performed in the school/community/home setting in order to determine whether modifications are required to accommodate use of vision for the particular task.

Outside Environmental Analysis presents a format for analyzing potential problem areas in the outside environment. This may be used to analyze the environment with or with out the student present. A list of definitions is provided to assure consistency in observation.

ENVIRONMENTAL LIGHTING ANALYSIS

Student _____

Observer _____ Position_____

Date/Time _____ Observation #_____

Setting _____ Activity_____

Directions: Observe student in a variety of settings relative to the effect of lighting on visual functioning. Note type, amount and direction of light presence or absence of glare and the effect of lighting on the student's performance. This analysis may be completed without the student present in some circumstances. Indicate whether the observation was done with or with out the student. It may be necessary to conduct several observations both with the student present and prior to introducing the student to the environment. Make recommendations for modifications as appropriate.

Lighting

Observation was done with the student present: _____ Yes _____No

	Type	**Amount** *(Bright, Average or Dim)*	**Direction** *(In Relation to Student)*
	Fluorescent		
	Incandescent		
	High intensity		
	Natural		

*Comments/Recommendations:*_____

_____

_____

Glare (is glare present?) _____ Yes _____ No

If yes, state source:_____

Comments/Recommendations: _____

_____

_____

Existing Lighting's Effect on Student's Visual Functioning
(Consider relationship of lighting to student's eye condition)

Can Lighting Be Modified? _____ Yes _____ No

If yes, list possible modifications (lamps, shades, other window coverings, etc.)

Comments Recommendations:

ENVIRONMENTAL LAYOUT

Student _____

Observer _____ Position_____

Date/Time _____ Observation #_____

Setting _____ Activity_____

Directions: Observe the student in a variety of environments (classroom, any school area, community, home, etc.) Indicate if the observation was done with student present. For each item check yes or no to indicate whether the physical condition listed presents a problem for the student in this environment. Make recommendations for modifications as appropriate.

Observation was done with student present:_____ Yes_____ No

Condition	Problem		Comments/Recommendations
	Yes	No	
Object Height (the height of tables, chair,desks, cabinets,(etc.)			
Placement (arrangement of room, area)			
Pathways (Layout, access-ability, and size of walking area doors/doorways)			
Overhangs (upper cabinet doors, locker doors, things hanging from ceiling)			
Physical Clutter (excessive furniture, materials, and equipment in environment)			
Floor Covering (wood, carpet, tile, variety, etc.)			
Consistency of Layout (stationary or fixed arrangement;frequency of rearrangement)			

Condition	Problem		Comments/Recommendations
	Yes	No	
Wall Coverings (painted, wallpapered, textured, smooth, laminated chalkboards, whiteboards, bulletin boards, etc.)			
Window Coverings (blinds, shades, curtains, etc.)			
Position of Student Desk (position of teacher to student; distance of instruction from student; position of student desk within environment)			
Transitional Lighting (any changes of lighting between one area and the next, ex: indoors to outdoors; hallways to class, etc.)			

Comments/Recommendations: _____

Directions: For each item, put a check under yes or no to indicate whether this condition is present. Next, check whether this condition is a problem.

Condition	Present			Problem		Comments/Recommendations
	Yes	No		Yes	No	
Visual Clutter (excessive furniture, materials, etc. that cause visual clutter)						
Color/Contrast (variety of color and contrast within environment)						
Ambient Noise (background and/or excessive noise)						
Personal Space for Individual Student(does student have adequate and easily accessible space for books, materials, equipment, etc.)						
Media (list additional media); consider color or black and white; direction of child to screen; eye level or other glare from screen; etc. **Specify Media:**						

Comments/Recommendations: _____

_____

_____

_____

TASK ANALYSIS

This analysis is to be used by the evaluator to determine potential environmental problems that a student may encounter in completing a specific task. The definition section is provided to assist the evaluator in classifying environmental characteristics. The comment section may be used to suggest suitable modifications to correct or compensate for the problem.

DEFINITIONS

Size	approximate measurement of item being viewed (i.e. print size, screen size, object size)
Color	specific hue of object
Distance	approximate measurement of space between eyes of student and object/task
Time	amount of time taken by student to complete task
Duration	amount of time student is allowed to complete task
Fatigue	amount of time a student works before visible or measurable signs of fatigue are observed
Illumination	lighting in environment where the task is being performed
Angle of View	position of object being viewed
Near/Distance Task Analysis	any activity that requires both near and distance viewing (i.e., copying from board, physical education activities, any activity in which student switches from looking at distance and then near, etc.)

TASK ANALYSIS

Student _____

Observer _____ Position_____

Date _____ Observation #_____

Setting/Time_____ Activity_____

Directions: Describe the task, then analyze the student's functional use of vision according to the criteria indicated.

Describe Task: _____

_____

_____

Observation was done with the student present: _____yes _____ no

Indicate type of task: _____near _____distance _____ near/distance

Optical aid used: _____ yes _____ no

Size of item/print involved:_____

Color:_____

Distance:_____

Time required to complete task:_____

Duration:_____

Illumination:_____

_____

Comment on fatigue:_____

_____

Angle of view:_____

_____

Comments/Recommendations for Modifications:_____

_____

OUTSIDE ENVIRONMENTAL ANALYSIS

This analysis is to be used by the evaluator to determine potential problems areas that a student may encounter in the outside environment. The definition section is provided to assist the evaluator in classifying environmental characteristics. The comment section may be used to suggest suitable modifications to correct or compensate for the problem.

DEFINITIONS

Obstacles: objects in the environment that present a potential hazard (i.e., playground equipment)

Bleachers: permanent tiered seating

Parked Vehicles: i.e. parking lot, at curb, without curb, etc.

Moving Vehicles: in driveway, etc.

Illumination: lighting in area

Transitional Lighting: moving from light into shade or vice versa

Locating Transportation: finding school bus or car

OUTSIDE ENVIRONMENTAL ANALYSIS

Student _____

Observer _____ Position _____

Date _____ Observation # _____

Setting/Time _____ Activity _____

Directions: Observe the student in a variety of environments. Indicate if the observation was done with student present. For each item check yes or no to indicate whether the physical condition listed is present and if it presents a problem for the student in this environment.

Condition	Present			Problem		Comments/Recommendations
	Yes	No		Yes	No	
Steps						
Curbs/Ramps						
Sidewalk						
Obstacles/Playground						
Trees/Signs/Posts						
Bleachers						
Parked Vehicles						
Moving Vehicles						
Fences						

Inventory of Use of Vision in Daily Activities

Inventory of Use of Vision in Daily Activities

The inventory addresses the student's use of vision in daily living activities in school, home and community. It may be necessary to provide opportunities for students to perform tasks under various conditions in order to determine the best modifications for the student in different settings. It is recommended that the teacher collect examples of various items such as, catalogs, maps, memos, etc. so that the opportunity is readily available for the student to determine his or her ability to use these items, with or without low vision aids or other modifications.

Information from this record should be useful to regular classroom teachers and to other teachers of visually impaired students in understanding the child's viewing distance, and the necessary modifications lighting, and other accommodations for the student's optimal functioning.

INVENTORY OF USE OF VISION IN DAILY ACTIVITIES

Student _____

Observer _____ Position_____

Date _____ Observation #_____

Setting _____ Activity_____

Directions: Conduct observations of the student as he/she functions in different settings. It may be necessary to provide opportunities for students to perform tasks under various conditions in order to determine how the student uses vision in daily activities and appropriate modifications. Indicate if student performs task independently or needs assistance. Comment on visual cues in the environment, the color of letters, contrast etc.

Task	Working Distance	Object\Print Size	Lighting	Comments
Chalkboard/DryBoard				Color:
Cursive				Color of Chalk\Marker
Manuscript				Color of Chalk\Marker
Transfers Materials from Board				
Cursive				
Manuscript				
Overhead Projector				
Cursive				
Manuscript				
Transfers Materials from Overhead				

Task	Working Distance	Object\Print Size	Lighting	Comments
Video Tapes				
Locates/Identifies:				
Exit Signs				
Room Signs				
Lockers				
Restrooms				
Names on Doors				
Combination Lock				
Uses Visual Cues to Move in Environment				
Can Locate and Describe Stationary Objects in Environment				
Can Locate and Distinguish Between Floor Textures				
Can Locate Visually:				
Cafeteria				
Office				
Media Center/ Library				
Health Room				
Auditorium				
Other, Specify				

Task	Working Distance	Object\Print Size	Lighting	Comments
Access to Technology:				
Computer Screen:				Color Print:
Regular Screen				
Color Screen				Specify Color:
Large Print				
Transfers Material from Computer to Paper				
Calculators:				Color Print:
Color Screen				Specify Color:
Measuring Instruments:				Describe
Telephone Book:				
White pages				
Yellow pages				
Blue pages				
Maps:				
Neighborhood				
Campus				
City				
State				

Task	Working Distance	Object\Print Size	Lighting	Comments
Bus Schedule				
Magazines:				
Highlights				
T.V. Guide				
Other				
Catalogs:				
Mail order				
State library				
Recording for the Blind				
Other				
Food Labels				Describe:
Recipes				
Coupons				
Newspaper:				
Heading				
Articles				
Comics				
Other				Describe:

Task	Working Distance	Object\Print Size	Lighting	Comments
Menus:				
Restaurant (hand held)				
Restaurant (wall)				
Postage Stamps				
Business Cards				
Banking:				
Check				
Deposit Slip				
Deposit Receipt				
Check register				
ATM				
Price Tags				
Cash Register Receipts				
Application Forms				
Game/Concert Ticket				
Other,Specify:				

Task	Working Distance	Object\Print Size	Lighting	Comments
Textbooks, List:				

Comments: (Describe modifications that enhance student's ability to use vision in daily activities and the use of low vision aids with any tasks).

Acknowledgment: Nelson Functional Vision Assessment, 1991. Jamie Dote and Rose Marie Swallow, Cumulative Record of Visual Functioning.

References

References

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Levack, Nancy (1991). *Low vision, a resource guide with adaptations for students with visual impairments.* Austin, Texas: Texas School for the Blind and Visually Impaired.

Mangold, S. S.(Ed.) (1982). *A teachers' guide to the special needs of blind and viusally impaired children*. New York: American Foundation for the Blind.

Nelson, Debra R. (1991). *The functional vision evaluation dilemma: too many pieces and too many parts*. Greely Colorado.

Orange County Public School System, (1992). *Project ivey: increasing visual efficiency.* Tallahassee, Florida: FDLRS Clearinghouse/Information Center, Florida Department of Education.

Smith, A. J. and Cote, D. S. (1982). *Look at me: a resource manual for the development of residual vision in multi impaired children.* Philadelphia, Pennsylvania: College of Optometry Press.

Swallow. R., Mangold, S.& Mangold, P. (Eds.). (1978). *AFB practice report: informal assessment of developmental skills for visually handicapped students*. New York: American Foundation for the Blind.

Appendices

SOUTH CAROLINA FUNCTIONAL VISION ASSESSMENT

STUDENT REPORT

Student _____ Age_____

School_____ Grade/Placement_____

Evaluator _____ Position _____

Date _____ Initial_____Reevaluation____

MEDICAL INFORMATION

Eye Condition _____

Name of Eye Specialist _____ Date of Last Exam _____

	Near		Distance	
Visual Acuity	Uncorrected/Corrected		Uncorrected/Corrected	
OD (right eye)	_____	_____	_____	_____
OS (left eye)	_____	_____	_____	_____
OU (both eyes)	_____	_____	_____	_____

Field Restrictions __No___ Yes, if yes, please describe:_____

_____

Date of clinical low vision evaluation _____

Describe low vision aids prescribed _____

_____

Briefly summarize pertinent information relative to eye condition including etiology,prognosis, any physical restrictions, age at onset and use of low vision aids.

_____

_____

_____

VISUAL RESPONSE/FUNCTION

Summarize results of functional visual skills assessment.

Describe visual perceptual skills.

Describe implications of the environment on the student's ability to function in a variety of settings including classroom, school building, playground, gym, etc.

RECOMMENDATIONS

Include recommendations related to student's optimal functioning in classroom school setting and in daily living skills. Include environmental modifications as well as instructional strategies.

MODIFICATIONS

Indicate modification required (describe modifications and indicate when to be used).

Lighting _____

Seating _____

Paper _____

Pens _____

Boardwork _____

Viewing overhead materials _____

Handouts/Dittos _____

Other _____

Textbooks (for large print, indicate size type and specific subjects, whether for home or school use or both)

_____

_____

_____

_____

_____

_____

Adaptive equipment (describe equipment and how and when to be used).

Speech output for computer

Enlarged software _____

Tape recorder _____

Electronic note taker _____

Optical low vision aids _____

Calculators _____

Other _____

Suggested Materials List

It is recommended that teachers develop an assessment kit to have on hand for assessing functional vision. The materials listed below may be included in the assessment kit.

BASIC ASSESSMENT

Penlights
Flashlights
Color Caps
1" colored cubes
2-3 bright toys
Finger puppets
Paper Tube
Wire with Styrofoam balls for field assessment
Cheerios, raisins
P.D. Rulers, Tape Measure
Conversion Chart - Equivalent Acuity Notations
Construction paper (various colors)
Acetate Sheets (various colors)
Bottle or cup (baby)
Pirate patch or other occluder

Commercial Screening Instruments:
- Efron Cards
- Light House Cards
- Number and Letter Charts
- Sloan Continuous Reading Card

NEAR VISION TASKS

Story Books
Sheet Music
Student's Text
Templates
Bubble Sheets
Ditto Samples

Samples of color sheets
Variety Lined paper
Sample Worksheets
Pictures
Dictionary Samples
Xerox Work Sheets

OTHER

Variety pens, pencils, markers, dry markers
Chalk (various colors)
Scissors
Black felt
White felt (or commercial carpet squares)
Portable lamps - (fluorescent bulb) (incandescent bulb- 40, 60, 75, 100 watts)
Batteries
Materials from kits for perceptual/cognitive assessment
Various items to match
Visors

Resources

ITEM	SOURCE
Disposable Penlights	Bernell Corporation 750 Lincolnway East Post Office Box 4637 South Bend, Indiana 46634-4637 1-800-348-2225 Catalog #WC70206 $6.95 pk., 6 lights per pack
Efron Visual Acuity Test	Titmus Optical, Inc. Petersburg, Virginia 23803 1-800-446-1802
Lighthouse Acuity Cards Sloan Continuous Text Reading Cards	New York Lighthouse Service 36-02 Northern Boulevard Long Island City, New York 11101
School Vision Card	Dr. Marvin Efron Eye Associates 600 Knox Abbott Drive Post Office Box 4045 Cayce, South Carolina 29171
Sloan Eye Chart	New York Association for the Blind Low Vision Lens Service 111 East 59th Street New York, New York 100212
Stycar Vision Tests	Institute of Psychological Research 34 Fleury Street West Montreal 357 Quebec, Canada
Teller Acuity Cards	Vistech Consultants, Inc. 1372 North Fairfield Road Dayton, Ohio 45432
Titmus Vision Tester	Titmus Optical, Inc. Petersburg, Virginia 23803

500 units x $4.35 per unit = $2,175.00